

# Socio-Emotional Connectedness in Schools: Determinants, implications, and trends – A Systematic Review

Sarbani Mitra<sup>1</sup>, Dr. Shnaoli Chakraborty Acharya<sup>2</sup>

<sup>1</sup>Senior Research Fellow, West Bengal State University, West Bengal, India

<sup>2</sup>Assistant Professor, West Bengal State University, West Bengal, India

Received: 05 Feb 2026, Received in revised form: 02 Mar 2026, Accepted: 07 Mar 2026, Available online: 11 Mar 2026

©2026 The Author(s). Published by IJTLE. This is an open-access article under the CC BY license

(<https://creativecommons.org/licenses/by/4.0/>).

**Abstract**— This review presents a comprehensive analysis of existing literature on socio-emotional connectedness among students and its influencing factors. A total of 21 peer-reviewed articles, published between 2000 and 2024, were systematically selected from reputable databases, including SAGE Journals Online, Springer, Elsevier, ResearchGate, Shodhganga, and ERIC. The findings indicate that socio-emotional connectedness plays a crucial role in student well-being, with strong associations found between this concept and key factors such as school environment, peer relationships, mental health, and anxiety levels. A positive school climate and supportive peer interactions contribute significantly to students' emotional well-being, fostering a sense of belonging and reducing stress. Conversely, negative social experiences and lack of emotional support can heighten anxiety and hinder academic performance. Despite extensive research on this topic, a notable gap exists in studies focusing on the Indian educational context, particularly among adolescent students. The review highlights the urgent need for further exploration, especially concerning primary school students, to better understand the unique socio-emotional challenges they face in India's diverse educational landscape. Addressing this gap would provide valuable insights for educators and policymakers to develop interventions that enhance students' emotional well-being and academic success.

**Keywords**— Peer support, school climate, socio-emotional connectedness.

## I. INTRODUCTION

A systematic review of literature in educational research involves a structured, comprehensive analysis of existing studies to identify patterns, gaps, and trends. It follows a rigorous methodology, including defining research questions, selecting databases, applying inclusion criteria, and synthesizing findings, ensuring a reliable and unbiased evaluation of educational theories and practices.

Socio-emotional connectedness pertains to the intricate relationship between social and emotional dynamics that shape a person's feeling of belonging, attachment, and interpersonal relationships. This concept reflects the strength and quality of connections within social networks, including families, communities,

and larger social circles (Juvonen et al., 2019). It extends beyond casual social interactions, capturing the emotional depth and psychological intimacy present in meaningful relationships. Core components of socio-emotional connectedness include empathy, trust, and mutual understanding, which collectively contribute to establishing a supportive environment that fosters personal growth and psychological wellness (Durlak et al., 2011; Oberle et al., 2014).

In recent years, socio-emotional connectedness has gained significant attention in fields such as education, healthcare, and community development. Research consistently underscores its importance for mental health, resilience, and general contentment with life (Jones et al., 2018). For example, in educational

settings, socio-emotional connectedness is linked to better scholastic achievement and reduced conduct issues (Wentzel, 2017). Additionally, it serves a vital role in counteracting the negative effects of social withdrawal and seclusion, which are increasingly recognized as conditions that elevate the chances of mental health challenges and psychological distress (Holt-Lunstad et al., 2015). Thus, fostering socio-emotional connectedness is not only essential for individual well-being but also for building resilient and inclusive communities.

Socio-emotional connectedness has emerged as a critical focus in educational research, emphasizing its profound influence on students' scholastic success, mental wellness, and social advancement. This construct pertains to the feeling of belonging, emotional bonding, and meaningful connections students build within their educational and social settings. Socio-emotional connectedness is widely recognized as a foundational element of holistic education, given its role in fostering resilience, reducing emotional distress, and promoting positive behavioral outcomes (Lester, Waters, & Cross, 2013; Raniti et al., 2022).

Studies consistently demonstrate that students with strong socio-emotional bonds—whether with peers, teachers, or family members tend to exhibit greater academic motivation and improved psychological well-being. For instance, studies by Lester et al. (2013) and McNeely and Falci (2004) underline the role of school connectedness in mitigating depression, anxiety, and risky behaviors. Similarly, family dynamics are crucial in influencing a child's socio-emotional landscape, with Eugene (2021) demonstrating that strong familial bonds are linked to better mental health and academic outcomes. These findings underscore the significance of addressing socio-emotional connectedness, particularly in primary and secondary school contexts, where foundational abilities like managing emotions, empathizing with others, and building relationships are cultivated.

In the contemporary educational landscape, challenges such as increasing academic pressures, societal changes, and the prevalent utilization of digital technology have further complicated the dynamics of socio-emotional connectedness. Pollak et al. (2023) found that transitions between school stages can negatively impact classroom climate and peer relationships, highlighting critical points of vulnerability. Declines in school bonding, particularly during middle school years, have also been observed, with Oelsner et al. (2011) reporting a greater decline

among male students. These challenges often lead to emotional disengagement, social isolation, and heightened stress, emphasizing the need for school-based interventions to reinforce socio-emotional bonds (Loukas et al., 2009; Waters et al., 2010).

Moreover, socio-cultural and contextual factors further shape socio-emotional connectedness. Govender et al. (2013) and Gupta (2012) highlight the influence of socio-economic conditions, parental attachment, and cultural norms on students' ability to build and maintain socio-emotional relationships. Teachers also play a central role, with Karmakar (2018) demonstrating that teachers with high emotional intelligence can foster positive classroom environments, enhancing students' socio-emotional growth.

Given the multifaceted nature of socio-emotional connectedness and its implications for long-term outcomes, understanding the factors influencing it within the student population is essential. This study seeks to explore the socio-emotional connectedness of students, focusing on its relationship with variables like relationships between teachers and students, peer dynamics, family support, and school climate. By addressing these elements, this research aims to provide evidence-based insights that can inform interventions, strengthen socio-emotional bonds, and ultimately contribute to the holistic development of students in educational settings.

Through this systematic review, the researcher intends to provide a basis for a deep exploration of the intricate factor, i.e., students' socio-emotional connections, and to identify other key contributing factors. By integrating existing literature, theoretical models, and empirical data, this research endeavour aims to shed light on the nuanced dynamics at play, offering insights into the factors influencing socio-emotional connectedness among school students. These elements not only shape academic performance but also profoundly impact long-term mental health and overall development, highlighting their significance within the educational community during these crucial formative years.

## II. RESEARCH AIM AND OBJECTIVES

Socio-emotional connectedness is a fundamental aspect of a child's development, profoundly influencing academic performance, mental health, social integration, and overall well-being. During the primary school years, children are at a formative stage where

they begin to develop critical socio-emotional competencies such as empathy, emotional management, relationship-building, and self-awareness. These skills not only shape their ability to navigate social environments but also determine how they manage challenges, both in and outside the classroom.

While socio-emotional connectedness is increasingly recognized as essential in education, there is a noticeable gap in understanding how these dynamics uniquely unfold in school students. Early interventions focused on socio-emotional well-being have the potential to yield long-term benefits, such as improved academic outcomes, stronger interpersonal relationships, and reduced behavioral challenges. However, effective interventions require a deeper exploration of the factors influencing socio-emotional connectedness in this age group. This research seeks to examine the socio-emotional connectedness of school students, focusing on its relationship with critical factors like teacher-student interactions, peer connections, family dynamics, and the broader school environment. By identifying the enablers and barriers to socio-emotional well-being, the study aims to provide actionable insights for educators, parents, and policymakers.

The findings from this research will guide the creation of evidence-based strategies and school-centered initiatives designed to foster supportive learning environments, enhance emotional resilience, and strengthen social connections among students. Ultimately, this work aspires to empower schools to nurture emotionally and socially competent individuals, laying a solid foundation for their lifelong success and well-being.

The core objective of this systematic review is restricted to significant studies and English-language articles published after 2000, which examine the socio-emotional relationships of students across different ages. Consequently, the proposed study will pursue these objectives.

1. To perform a structured review of empirical studies focusing on students' socio-emotional connectedness across diverse age groups.
2. To investigate other contributing variables that may illustrate the strength of the relationship with socio-emotional connectedness among students.
3. To present a comprehensive overview of prior studies and highlight trends and gaps in research.

### III. RESEARCH METHODOLOGY

#### 3.1 Locating studies

Over the last 25 years, this literature review explored the socio-emotional connectedness of students. Researchers searched databases including Shodhganga, SAGE Journals, and Research Gate for journal articles published between 2000 and 2024. The search involved the keyword 'Socio-emotional connectedness of students.' Cross-referencing yielded additional studies. Ultimately, 21 of over 600 studies were selected for inclusion.

#### 3.2 Inclusion-exclusion criterion

To begin, the researchers identified all articles with "socio-emotional connectedness of students" in their titles. The final research papers were chosen according to inclusion and exclusion criteria. Studies satisfying the inclusion conditions were analyzed, with no limitations on age, educational stages, or cultural contexts.

The guidelines for inclusion and exclusion involved-

- (i) This review selected studies employing survey, empirical, experimental, and longitudinal research designs related to students' socio-emotional well-being, with theses and meta-analyses excluded.
- (ii) The review focused solely on English-language papers, leading to the exclusion of all others.
- (iii) Only accessible full-text articles are incorporated.

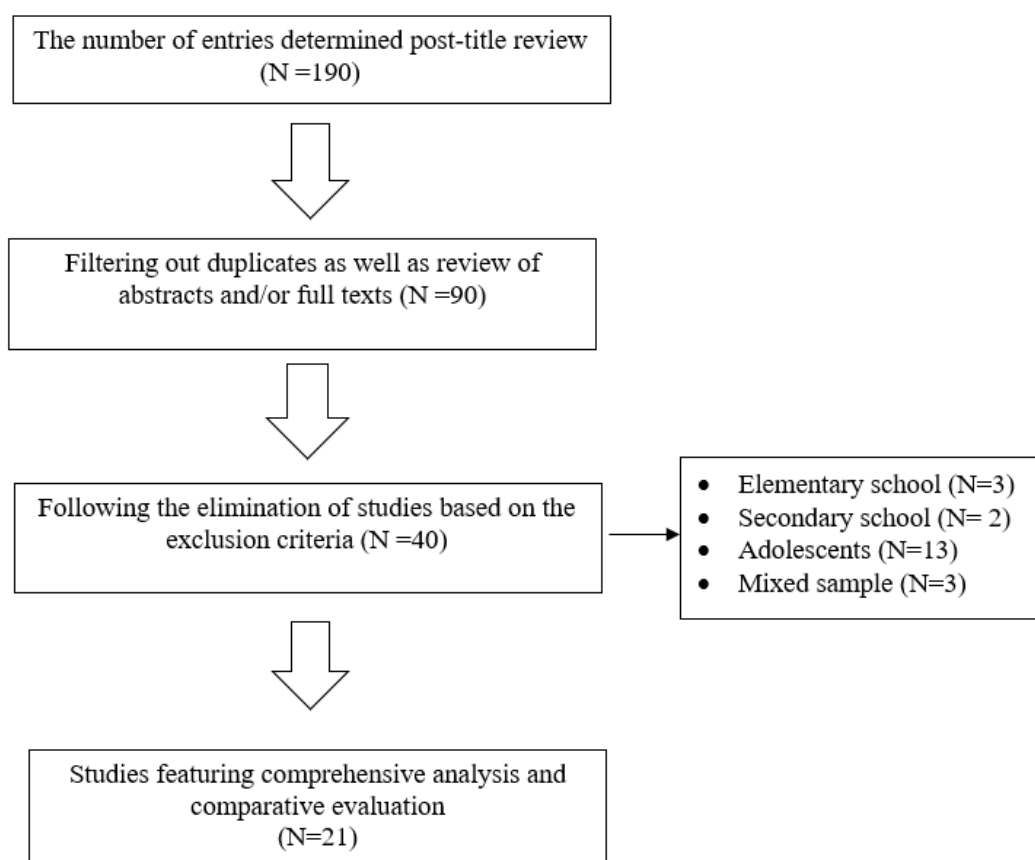
The selection and exclusion of studies for this analysis are presented in Table 1.

#### 3.3 Overview of the included studies' characteristics

Studies available from 2000 to September 2024 in online formats were considered. The search revealed no substantial research before 2000 featuring the primary variable, socio-emotional connectedness (SEC). Table 2 offers a synopsis of the selected studies, detailing the author's name, publication year, sample characteristics, methodology, key findings, and factors influencing SEC. To demonstrate the outcomes in an organized way, the researcher will analyze studies separately based on sample characteristics, such as elementary school students, high school students (adolescents), and mixed samples.

*Table 1: Inclusion and Exclusion criteria*

| Genre                                  | Criteria of selection                                                                                                                                     | Criteria of Elimination      |
|----------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|
| Publication timelines                  | Studies published between 2000 and 2024                                                                                                                   | Released prior to 2000       |
| Publishing language(s)                 | Written in English                                                                                                                                        | Languages other than English |
| Searching mode                         | Online searching                                                                                                                                          | Offline searching.           |
| Sources                                | SAGE Journals Online, Shodhganga, Elsevier, ERIC-Education Resources Information Center, Springer-Journals Archive, Research Gate.                        | Any other than specified.    |
| Type of publication                    | Journals, articles, working papers, seminar and conference presentations, symposium contributions, and degree-submitted theses (only full-text articles). | Non-full-text articles       |
| Focus terms                            | Socio-emotional connectedness of students                                                                                                                 |                              |
| Research designs                       | Survey type, Systematic review, empirical, longitudinal, and experimental research.                                                                       | Thesis and Meta-analyses.    |
| Target Population                      | For boys and girls of any age, developmental stage, or culture.                                                                                           |                              |
| Sample type, Characteristics of sample | Research incorporating both small and large samples, examining school students, college/university students, and blended samples.                         | Any other than stated.       |
| Types of methods                       | Quantitative surveys, qualitative evaluations (including interviews and observations), standardized tests, and mixed methods.                             | Unstandardized measures      |



*Fig.1: Selection process with numbers of studies identified at each stage*

IV. RESULTS

4.1 Systematic review of literature

In this systematic review, 21 empirical studies were selected for detailed examination. Spanning publication

years from 2000 to 2024, the studies were conducted across various regions and focused on different age categories, such as primary and secondary school students, adolescents, and mixed cohorts.

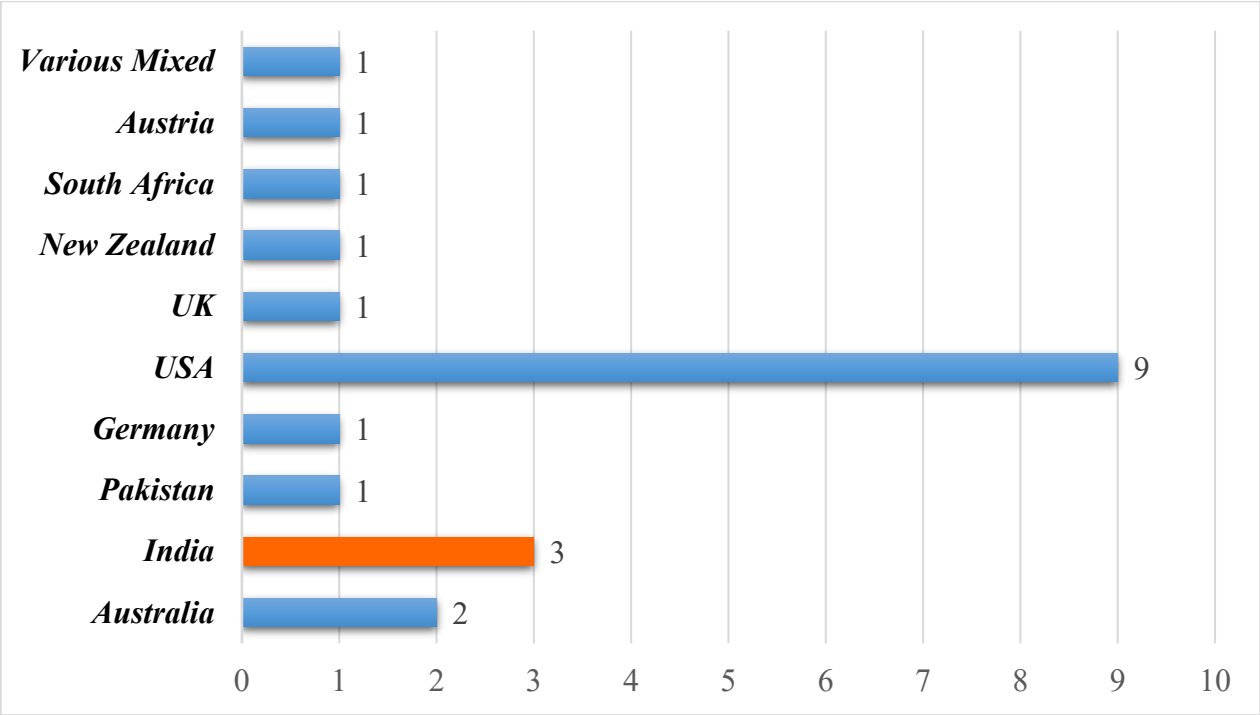


Fig.2: Country wise included studies

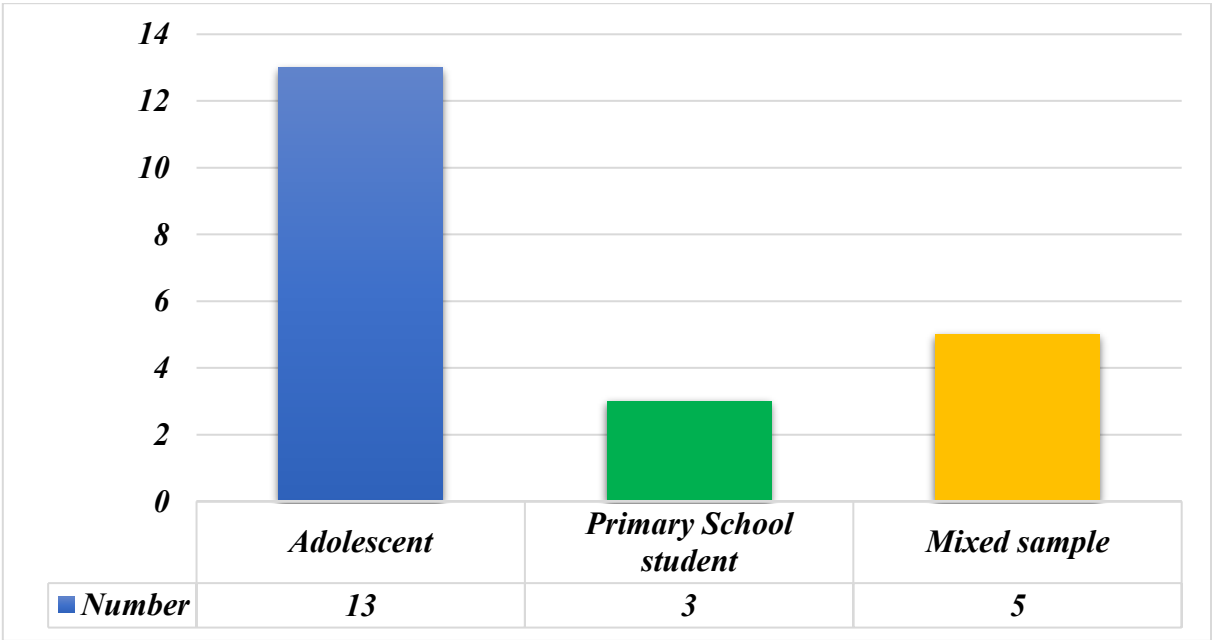


Fig.3: Sample wise included studies

4.2 Principal outcomes

4.2.1 The manifestation of significant factors linked to socio-emotional connection (Figure 4):

The reviewed papers demonstrate that the manifestation of key parameters depicted in the diagram significantly influences socio-emotional



connectedness, particularly for students. Notably, school connectedness accounts for 11% of the occurrence data in the studies.

4.2.2 Simultaneous occurrence of two key variables from the included studies

Analysis of simultaneous occurrences of key factors reveals that school connectedness, family support, mental health, teacher-student relationships, and peer

connectedness rank highest in terms of occurrence frequency within the included studies. The next figure provides further details.

4.2.3 Extracted details from the included studies:

Insights into factors impacting students' socio-emotional engagement in educational environments across different nations are drawn from 21 studies summarized in Table 2.

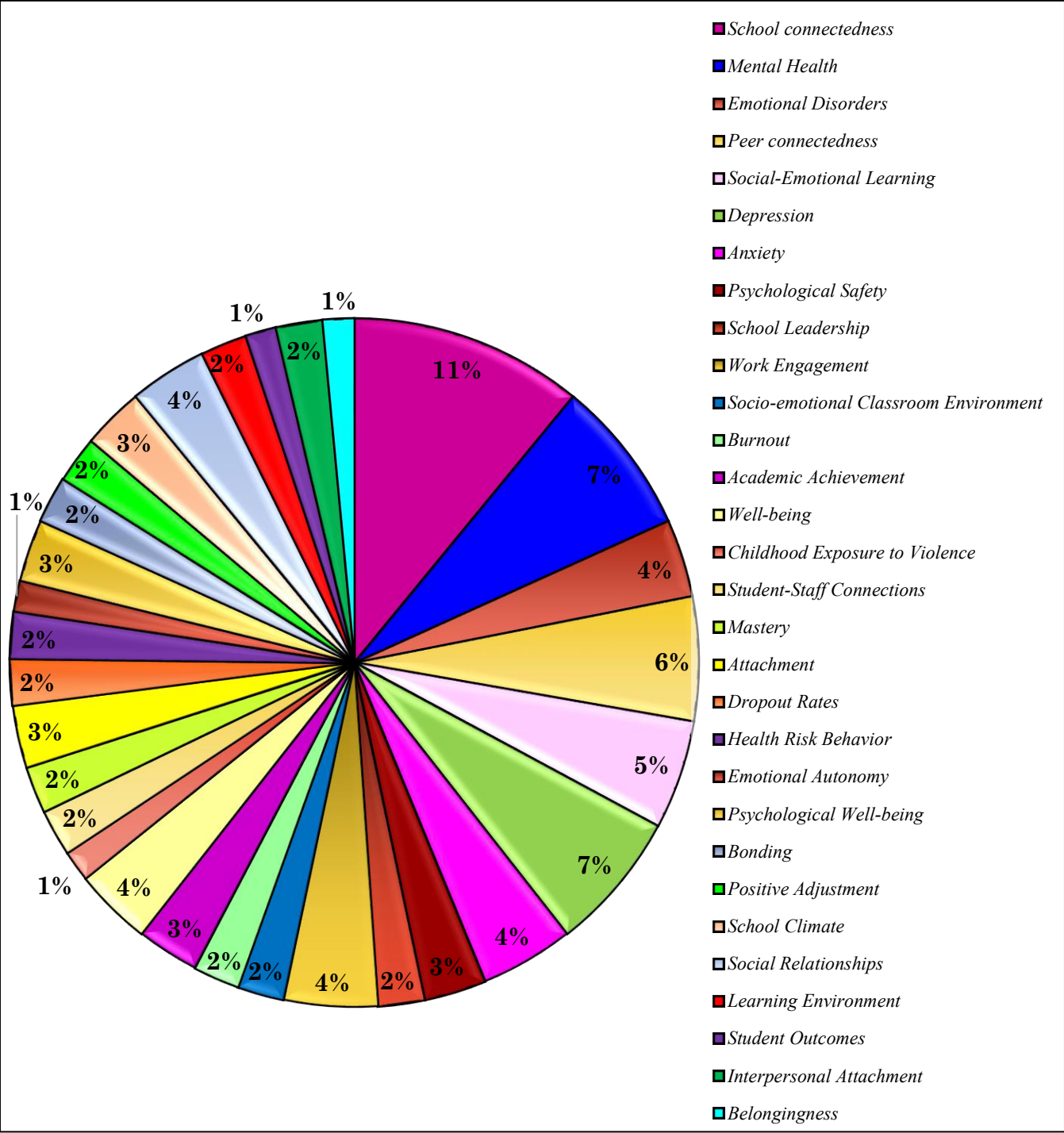


Fig.4: The manifestation of significant factors linked to socio-emotional connection

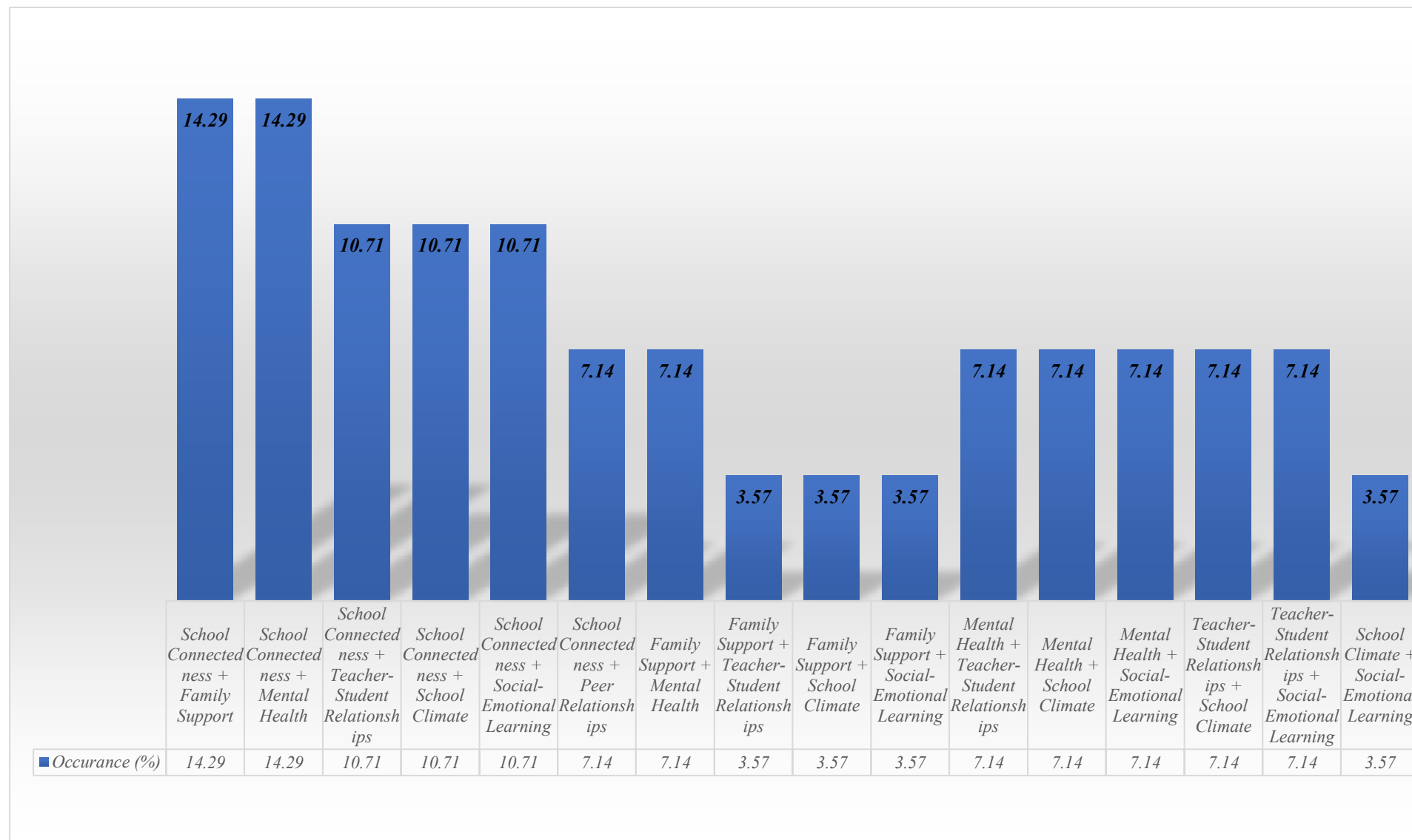


Fig.5: Simultaneous occurrence of two key variables from the included studies

*Table 2 Insights into factors impacting students' socio-emotional engagement in educational environments*

| Contributor(s)                                 | Timeframe | Study cohort                                            | Research Design                                            | Critical Observations                                                                                                                                                                 | Elements influencing Socio-emotional Connectedness                                                     |
|------------------------------------------------|-----------|---------------------------------------------------------|------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|
| <b>Lester, L., Waters, S., &amp; Cross, D.</b> | 2013      | N=3,459 students (transition to secondary school)       | Path analysis over 3 years                                 | School attachment inversely associated with depression and anxiety. Higher connectedness reduced depression and anxiety, and vice versa.                                              | ✓ School connectedness<br>✓ Depression<br>✓ Anxiety                                                    |
| <b>Marsh, R. J., &amp; Cumming, T. M.</b>      | 2021      | N=66 teachers (perspective on students with EBD)        | Surveys (adapted Strengths and Difficulties Questionnaire) | Teachers in specialized settings perceived students with Emotional and Behavioral Disorders (EBD) as having lower school connectedness than those in comprehensive schools.           | ✓ School environment<br>✓ Teacher perception<br>✓ Emotional and behavioral disorders (EBD)             |
| <b>Pollak, I., et al.</b>                      | 2023      | N=476, 9 to 12-year-olds secondary school students      | Social-emotional learning program evaluation               | Positive impact on peer connectedness, social skills, and happiness, but classroom climate declined, potentially due to school transition. Implementation progress affected outcomes. | ✓ School transition<br>✓ Peer connectedness<br>✓ Social-emotional learning<br>✓ Implementation support |
| <b>Raniti, M., et al.</b>                      | 2022      | N=3,552, records reviewed (youth consultation included) | Systematic review                                          | Positive correlation between school connectedness and reduced depression and anxiety. Enhancing school connectedness can improve mental health outcomes.                              | ✓ School connectedness<br>✓ Youth depression and anxiety<br>✓ Intervention studies                     |
| <b>Karmakar, D.</b>                            | 2018      | N=100, secondary school teachers                        | Product Moment Correlation analysis                        | Teachers with higher emotional intelligence foster more positive socio-emotional classroom environments.                                                                              | ✓ Emotional intelligence<br>✓ Classroom environment<br>✓ Emotional awareness                           |
| <b>Schertzer, R., &amp; Penyweit, K.</b>       | 2022      | N=35, Elementary/primary school students                | Pre- and post-intervention assessment                      | School connectedness program improved social-emotional learning but had no significant impact on observed pro-social behaviours.                                                      | ✓ Social-emotional knowledge<br>✓ School connectedness program                                         |
| <b>Eugene, D. R.</b>                           | 2021      | N=2590, adolescents (longitudinal study)                | Longitudinal study                                         | Strong family bonds were linked to better academic performance and fewer depressive symptoms. Neighbourhoods'                                                                         | ✓ Family connectedness<br>✓ Neighbourhood dynamics                                                     |



| Contributor(s)                            | Timeframe | Study cohort                                 | Research Design                                   | Critical Observations                                                                                                                       | Elements influencing Socio-emotional Connectedness                                    |
|-------------------------------------------|-----------|----------------------------------------------|---------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
|                                           |           |                                              |                                                   | characteristics influenced mental health outcomes.                                                                                          | ✓ Academic performance<br>✓ Mental health                                             |
| <b>Goetschius Leigh, et al.</b>           | 2021      | N=3,246, mixed sample                        | Longitudinal examination                          | Greater school connectedness mitigated negative impacts of exposure to aggression and social deprivation.                                   | ✓ School connectedness<br>✓ Violence exposure<br>✓ Social deprivation<br>✓ Resilience |
| <b>McKenzie V. L. &amp; Smead J. J. E</b> | 2018      | N=75, Adolescents                            | Various assessment tools (family functioning)     | Positive family functioning impacts adolescents' sense of mastery and school connectedness, with disparities based on gender and geography. | ✓ Family functioning<br>✓ School connectedness<br>✓ Mastery<br>✓ Resilience           |
| <b>Basu, A</b>                            | 2017      | N=277, Primary school Students               | Experimental study over 10 months                 | School attachment and tailored teaching programs improved academic performance among slow learners.                                         | ✓ School attachment<br>✓ Academic performance<br>✓ Tailored teaching practices        |
| <b>Govender, et al.</b>                   | 2013      | Adolescents (Durban, sample size not stated) | Survey                                            | Greater school connectedness correlated with reduced health risk behaviours.                                                                | ✓ School connectedness<br>✓ Health risk behaviour<br>✓ Socio-cultural factors         |
| <b>Gupta, R</b>                           | 2012      | N=600, adolescents (aged 14-19)              | Survey                                            | Parental attachment influences emotional autonomy, with significant gender differences.                                                     | ✓ Emotional autonomy<br>✓ Parental attachment<br>✓ Gender differences                 |
| <b>Jose, Ryan, &amp; Pryor</b>            | 2012      | N=1774, Adolescents                          | Structural equation modeling (long. over 3 years) | Strong familial and school connections predicted better psychological well-being.                                                           | ✓ Social connectedness<br>✓ Familial and school ties<br>✓ Psychological well-being    |
| <b>Jenny Oelsner, et al.</b>              | 2011      | N=2,902, Adolescents                         | Longitudinal study                                | Decline in school bonding across grades 6 to 8, with greater decline among males.                                                           | ✓ School bonding<br>✓ Peer influence<br>✓ Academic motivation<br>✓ Gender differences |

| Contributor(s)             | Timeframe | Study cohort                             | Research Design       | Critical Observations                                                                                                           | Elements influencing Socio-emotional Connectedness                                                                                                        |
|----------------------------|-----------|------------------------------------------|-----------------------|---------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>Waters, et al.</i>      | 2010      | N=5159, Adolescents                      | Survey                | Family support, peer relationships, and pastoral care positively influenced school connectedness.                               | <ul style="list-style-type: none"> <li>✓ School connectedness</li> <li>✓ Family support</li> <li>✓ Peer relationships</li> <li>✓ Pastoral care</li> </ul> |
| <i>Loukas, et al.</i>      | 2009      | Adolescents (sample size not stated)     | Longitudinal study    | School connectedness serves as a safeguard against adjustment issues.                                                           | <ul style="list-style-type: none"> <li>✓ School connectedness</li> <li>✓ Adjustment problems</li> <li>✓ Teacher-student relationships</li> </ul>          |
| <i>Loukas</i>              | 2007      | N=500, Secondary school students         | Survey                | Positive school climate and supportive relationships enhance student satisfaction and engagement.                               | <ul style="list-style-type: none"> <li>✓ School climate</li> <li>✓ Interpersonal relationships</li> <li>✓ School policies</li> </ul>                      |
| <i>Bond, et al.</i>        | 2006      | N=2678, Secondary school students        | Longitudinal study    | School attachment forecasted long-term outcomes, including academic success and mental well-being.                              | <ul style="list-style-type: none"> <li>✓ School connectedness</li> <li>✓ Academic achievement</li> <li>✓ Mental health</li> </ul>                         |
| <i>McNeely &amp; Falci</i> | 2004      | N=20745, Middle and high school students | Survey                | School attachment serves as a safeguard against risky behaviors.                                                                | <ul style="list-style-type: none"> <li>✓ School connectedness</li> <li>✓ Risky behaviours</li> <li>✓ Teacher-student relationships</li> </ul>             |
| <i>Balfanz, R., et al.</i> | 2002      | sample size not available                | Conceptual discussion | School connectedness creates a supportive learning environment, with a role for school culture and interpersonal relationships. | <ul style="list-style-type: none"> <li>✓ School connectedness</li> <li>✓ School culture</li> <li>✓ Community involvement</li> </ul>                       |
| <i>Peterson</i>            | 2002      | sample size not stated                   | Conceptual discussion | Positive school culture and norms promote student motivation and achievement.                                                   | <ul style="list-style-type: none"> <li>✓ School culture</li> <li>✓ Positive norms</li> <li>✓ Student motivation</li> </ul>                                |

### 4.3 Theme-Based Trend Analysis of Socio-Emotional Connectedness Researches

The research on socio-emotional connectedness spans diverse contexts and populations, highlighting its pivotal position in education and overall well-being. The following thematic trends emerge from the analysis:

#### 4.3.1 School Attachment and Mental Wellness:

Research highlights the significant negative correlation between school attachment and mental well-being concerns like anxiety and depressive symptoms. For example, Lester et al. (2013) and Raniti et al. (2022) demonstrated that stronger school bonding is linked to lower levels of depressive and anxiety symptoms among students. This pattern emphasizes the protective function of school affiliation in fostering emotional resilience and psychological well-being.

#### 4.3.2 Influence of Family Dynamics and Neighbourhood Context: Family connectedness:

Consistently appears as a pivotal factor. Eugene (2021) and McKenzie & Smead (2018) demonstrated that strong family bonds positively influence academic outcomes, socio-emotional skills, and mental health. Neighbourhood dynamics, such as exposure to violence and social deprivation, also affect socio-emotional well-being, with school connectedness serving as a buffer (Goetschius et al., 2021).

#### 4.3.3 Impact of Teacher-Student Relationships:

Teachers are essential in cultivating socio-emotional connectedness. Karmakar (2018) found that teachers with higher emotional intelligence create positive classroom environments that enhance socio-emotional learning. Similarly, Loukas et al. (2009) and McNeely & Falci (2004) highlighted the essence of teacher-student relationships in fostering school connectedness and reducing risky behaviours.

#### 4.3.4 Peer Relationships and Social-Emotional Learning:

Peer connectedness emerges as a key aspect of socio-emotional development. Pollak et al. (2023) reported that Socio-emotional education initiatives enhance peer relationships and social competencies, although implementation challenges can influence outcomes. Waters et al. (2010) further highlighted the role of peer support in enhancing school connectedness.

#### 4.3.5 Impact of School Environment and Policies:

A supportive school environment, characterized by positive school climate, pastoral care, and inclusive policies, significantly contributes to socio-emotional

connectedness. Loukas (2007) and Peterson (2002) demonstrated that positive school norms and cultures enhance student satisfaction, engagement, and motivation. Programs designed to improve school connectedness, such as those studied by Schertzer & Penyweit (2022), often yield improvements in social-emotional learning.

#### 4.3.6 Transition Challenges and Developmental Declines:

Transitions between school stages, such as the shift to secondary school, present challenges to socio-emotional bonding. Lester et al. (2013) and Oelsner et al. (2011) noted declines in school bonding during middle school years, influenced by peer pressures, gender, and reduced school attachment. Addressing these transitions is vital for maintaining connectedness.

#### 4.3.7 Socio-Cultural and Contextual Influences:

Cultural and socio-economic factors also shape socio-emotional connectedness. Govender et al. (2013) highlighted the role of socio-cultural contexts in influencing health behaviours and connectedness, while Basu (2017) and Gupta (2012) emphasized tailored teaching practices and parental attachment as key influences.

## V. DISCUSSIONS

The thematic analysis reveals a dynamic interaction of personal, social, and situational factors affecting socio-emotional connectedness. Across studies, fostering school engagement emerges as a unifying strategy for improving mental wellness, academic outcomes, and social integration. Future research should focus on context-specific interventions, longitudinal impacts, and strategies to mitigate transitional challenges, ensuring the holistic development of students in diverse educational landscape.

The data analysis reveals potential for further research specific to India. Figures 2 and 3 illustrate that research conducted in the Indian perspective is notably sparse. Further to mention that all identified researches are with adolescents. Therefore, in the Indian domain, there is a notable gap in research concerning socio-emotional connectedness among primary school students. While existing literature predominantly focuses on older age groups and secondary education settings, there is limited attention given to understanding socio-emotional connectedness among younger children in the Indian educational context.

## VI. CONCLUSIONS AND IMPLICATIONS

The studies referenced primarily examine socio-emotional connectedness in secondary schools and higher education institutions (Lester et al., 2013; Marsh & Cumming, 2021; Raniti et al., 2022; Shahid & Din, 2021). They highlight the significance of school connectedness in fostering positive mental health outcomes and well-being among adolescents. However, these findings might not fully reflect the developmental needs and experiences of primary school students.

Moreover, most studies cited are conducted outside of India, with limited research specifically addressing socio-emotional connectedness within the Indian cultural and educational context. This gap is significant considering the diverse sociocultural factors affecting children's socio-emotional development in India, including family dynamics, community norms, and educational practices.

Furthermore, while some studies touch upon the influence of teachers and school environments in fostering socio-emotional connectedness (Karmakar, 2018; Fredkove, 2019; Schertzer & Penyweit (2022), there is a scarcity of research specifically inspecting the efficacy of interventions or strategies aimed at promoting socio-emotional connectedness among primary school students in India.

Additionally, the limited research available often overlooks the unique challenges and vulnerabilities faced by primary school children, such as peer relationships, emotional regulation, and adjustment to the school environment. Understanding these components is crucial for developing impactful interventions and support systems customized to the developmental requirements of primary school pupils in India.

For addressing these gaps, future researches should prioritize exploring socio-emotional connectedness among primary school students within the Indian context. This includes investigating the impact of cultural, familial, and educational factors on the social and emotional development of pupils, as well as evaluating the efficacy of approaches targeting the promotion of socio-emotional well-being in primary school settings. By filling these gaps, researchers can contribute to the creation of evidence-based practices that support wholesome growth and wellness of primary school students in India.

## DELIMITATION OF THE REVIEW

Systematic review has been done by the researcher with the selected acceptance and elimination guidelines only. In this review the primary focus was to surface different factors behind socio-emotional connectedness of different age groups of students. Due to the criteria of inclusion and exclusion certain factors might have been overlooked.

## REFERENCES

- [1] Lester, L., & Cross, D. (2015). The Relationship Between School Climate and Mental and Emotional Wellbeing Over the Transition from Primary to Secondary School. *Psychology of well-being*, 5(1), 9. <https://doi.org/10.1186/s13612-015-0037-8>
- [2] Arslan, G. (2021). School belongingness, well-being, and mental health among adolescents: exploring the role of loneliness. *Australian Journal of Psychology*, 73(1), 70–80. <https://doi.org/10.1080/00049530.2021.1904499>
- [3] Mella, N., Pansu, P., Batruch, A., Bressan, M., Bressoux, P., Brown, G., Butera, F., Cherbonnier, A., Darnon, C., Demolliens, M., De Place, A. L., Huguet, P., Jamet, E., Martinez, R., Mazenod, V., Michinov, E., Michinov, N., Poletti, C., Régner, I., Riant, M., ... Desrichard, O. (2021). Socio-Emotional Competencies and School Performance in Adolescence: What Role for School Adjustment?. *Frontiers in psychology*, 12, 640661. <https://doi.org/10.3389/fpsyg.2021.640661>
- [4] Santamaría-Villar, M. B., Gilar-Corbi, R., Pozo-Rico, T., & Castejón, J. L. (2021). Teaching Socio-Emotional Competencies Among Primary School Students: Improving Conflict Resolution and Promoting Democratic Co-existence in Schools. *Frontiers in psychology*, 12, 659348. <https://doi.org/10.3389/fpsyg.2021.659348>
- [5] Dusenbury, L., Weissberg, R. P., Goren, P., & Domitrovich, C. (2017). Understanding and improving implementation of social and emotional learning. In J. A. Durlak, C. E. Domitrovich, R. P. Weissberg, & T. P. Gullotta (Eds.), *Handbook of social and emotional learning: Research and practice* (pp. 433–448). The Guilford Press.
- [6] Tarasova, K. S. (2016). Development of Socio-Emotional Competence in Primary School Children. *Procedia—Social and Behavioral Sciences*, 233, 128-132. <https://doi.org/10.1016/j.sbspro.2016.10.166>
- [7] Lin, P. J. (2022). Struggling students' psychological safety and cognition in group discussion. *Journal of Mathematics Education*, 15(1), 35-53. <https://doi.org/10.26711/007577152790081>
- [8] Qadeer, M. Z., Khan, M. G., & Shakoor, A. (2019). A Study to Identify the Psychological Problems of Students at Primary Level. *Global Social Sciences Review*, IV(IV), 367-373. [http://dx.doi.org/10.31703/gssr.2019\(IV-IV\).47](http://dx.doi.org/10.31703/gssr.2019(IV-IV).47)
- [9] Samuels, F., Jones, N., & Abu Hamad, B. (2017). Psychosocial support for adolescent girls in post-conflict settings: beyond a health systems approach. *Health policy*

- and planning, 32(suppl\_5), v40–v51.  
<https://doi.org/10.1093/heapol/czx127>
- [10] Muñoz-Silva, A., De la Corte de la Corte, C., Lorence-Lara, B., & Sanchez-Garcia, M. (2020). Psychosocial Adjustment and Sociometric Status in Primary Education: Gender Differences. *Frontiers in psychology*, 11, 607274. <https://doi.org/10.3389/fpsyg.2020.607274>
- [11] Zhikhareva, L., & Kolchik, E. (2019). Psychological Safety Of The Primary Schoolchild In The Educational Environment. In D. Karim-Sultanovich Bataev, S. Aidievich Gapurov, A. Dogievich Osmaev, V. Khumaidovich Akaev, L. Musaevna Idigova, M. Rukmanovich Ovhadov, A. Ruslanovich Salgiriev, & M. Muslamovna Betilmerzaeva (Eds.), *Social and Cultural Transformations in the Context of Modern Globalism*, vol 76. *European Proceedings of Social and Behavioural Sciences* (pp. 1705-1713). Future Academy. <https://doi.org/10.15405/epsbs.2019.12.04.231>
- [12] Maclean, L., & Law, J. M. (2022). Supporting primary school students' mental health needs: Teachers' perceptions of roles, barriers, and abilities. *Psychology in the Schools*, 59, 2359–2377. <https://doi.org/10.1002/pits.22648>
- [13] Barry, M. M., Clarke, A. M., & Dowling, K. (2017). Promoting social and emotional well-being in schools. *Health Education*, 117(5), 434-451. <https://doi.org/10.1108/HE-11-2016-0057>
- [14] Han, K. (2021). Students' Well-Being: The Mediating Roles of Grit and School Connectedness. *Frontiers in Psychology*, 12, 787861. <https://doi.org/10.3389/fpsyg.2021.787861>
- [15] Wong, M. D., Dosanjh, K. K., Jackson, N. J., Rünger, D., & Dudovitz, R. N. (2021). The longitudinal relationship of school climate with adolescent social and emotional health. *BMC Public Health*, 21(1), 207. <https://doi.org/10.1186/s12889-021-10245-6>
- [16] Seth, A. (2017, December 31). Promoting well-being through development of life skills among adolescents [Doctoral dissertation, Maharshi Dayanand University]. Shodhganga. <https://shodhganga.inflibnet.ac.in:8443/jspui/handle/10603/216089>
- [17] Žižak, A. (2015, November 25). Review of Doctoral Dissertation Ivana Maurović: 'The Resilience of Adolescents in Children's Homes.' *Kriminologija & Socijalna Integracija: Časopis Za Kriminologiju, Penologiju i Poremećaje u Ponašanju*, 23(1), 180–184.
- [18] Bhat, A. N. (2014, September 5). A study of the impact of home environment on psychosocial competence resilience and vocational aspiration of adolescents [Doctoral dissertation, University]. Shodhganga. <https://shodhganga.inflibnet.ac.in:8443/jspui/handle/10603/21661>
- [19] Bertills, K. (2010). School, learning, and mental health. *Semanticscholar.Org. Medicine*, 72. [Retrieved from <https://www.semanticscholar.org/paper/School%2C-Learning-and-Mental-Health-Bertills/c5741199cf6671219b6c14dd90b39316bd2fb19a>]
- [20] Bertills, K. (2010). School, learning, and mental health: A systematic review of aspects of school climate affecting mental health and positive academic outcomes. *Medicine*, 72. [Retrieved from <https://www.semanticscholar.org/paper/School%2C-Learning-and-Mental-Health%3A-A-Systematic-Bertills/c5741199cf6671219b6c14dd90b39316bd2fb19a>]
- [21] Yadav, G. (2010). Study of psychological well-being and gratitude of adolescents in relation to personality bonding and happiness of parents [Doctoral dissertation, University]. Shodhganga. <https://shodhganga.inflibnet.ac.in:8443/jspui/handle/10603/81838>
- [22] Christenson, S. L., & Reschly, A. L. (Eds.). (2009). *Handbook of School-Family Partnerships*. New York: Routledge. <https://doi.org/10.4324/9780203876046>
- [23] Frydenberg, E., Care, E., Freeman, E., & Chan, E. (2009). Interrelationships between Coping, School Connectedness and Wellbeing Erica Frydenberg. *Australian Journal of Education*, 53, Advance online publication. <https://doi.org/10.1177/00049441090530305>
- [24] Battistich, V., Schaps, E., & Wilson, N. (2004). Effects of an elementary school intervention on students' 'connectedness' to school and social adjustment during middle school. *Journal of Primary Prevention*, 24(3), 243–262. <https://doi.org/10.1023/B:JOPP.0000018048.38517.cd>
- [25] Gilman, R., Rich, J., & Meyers, J. (2004). Structured extracurricular activities among adolescents: Findings and implications for school psychologists. *Psychology in the Schools*, 41(1), 31–41. <https://doi.org/10.1002/pits.10136>
- [26] Lester, L., Waters, S., & Cross, D. (2013). The relationship between school connectedness and mental health during the transition to secondary School: A Path analysis. *Australian Journal of Guidance & Counselling*, 23(2), 157–171. <https://doi.org/10.1017/jgc.2013.20>
- [27] Marsh, R. J., & Cumming, T. M. (2021). Teacher Perceptions of School Connectedness of Students with Emotional and Behavioural Disorders. *IPRPD International Journal of Arts, Humanities & Social Science*, 2(2), 4. ISSN 2693-2547 (Print), 2693-2555 (Online). [https://www.researchgate.net/publication/349063490\\_Teacher\\_Perceptions\\_of\\_School\\_Connectedness\\_of\\_Students\\_with\\_Emotional\\_and\\_Behavioural\\_Disorders](https://www.researchgate.net/publication/349063490_Teacher_Perceptions_of_School_Connectedness_of_Students_with_Emotional_and_Behavioural_Disorders)
- [28] Pollak, I., Stiehl, K.A.M., Birchwood, J. et al. (2024). Promoting Peer Connectedness Through Social-Emotional Learning: Evaluating the Intervention Effect Mechanisms and Implementation Factors of a Social-Emotional Learning Programme for 9 to 12-Year-Olds. *Journal of Youth and Adolescence*, 53, 89–116. <https://doi.org/10.1007/s10964-023-01871-x>



- [29] Raniti, M., Rakesh, D., Patton, G. C., & Sawyer, S. M. (2022). The role of school connectedness in the prevention of youth depression and anxiety: a systematic review with youth consultation. *BMC public health*, 22(1), 2152. <https://doi.org/10.1186/s12889-022-14364-6>
- [30] Shahid, S., & Din, M. (2021). Fostering Psychological Safety in Teachers: The Role of School Leadership, Team Effectiveness & Organizational Culture. *International Journal of Educational Leadership and Management*, 9(2), 122-149. <https://doi.org/10.17583/ijelm.2021.6317>
- [31] Zadow, A., Loh, M. Y., Dollard, M. F., Mathisen, G. E., & Yantcheva, B. (2023). Psychosocial safety climate as a predictor of work engagement, creativity, innovation, and work performance: A case study of software engineers. *Frontiers in psychology*, 14, 1082283. <https://doi.org/10.3389/fpsyg.2023.1082283>
- [32] Karmakar, D. (2018). Socio-emotional classroom environment of secondary school teachers in Bankura District. *International Journal of Research and Analytical Reviews (IJRAR)*, 5(4), 1771. Retrieved from <https://www.ijrar.org/papers/IJAR1944215.pdf>
- [33] Teoh, K., & Kee, D. (2020). Psychosocial safety climate and burnout among academicians: The mediating role of work engagement. *International Journal of Society Systems Science*, 12(1), [https://www.sentral.edu.my/wp-content/uploads/2021/01/IJSSS120101-TEOH\\_236207.pdf](https://www.sentral.edu.my/wp-content/uploads/2021/01/IJSSS120101-TEOH_236207.pdf)
- [34] Schertzer, R., & Penyweit, K. (2022). A School Connectedness Program for Student Social-emotional Knowledge and Skills. *UTSA Journal of Undergraduate Research and Scholarly Works*, 8, December. Truman State University, School of Health Science and Education, Kirksville, MO. <https://provost.utsa.edu/undergraduate-research/journal/files/vol8/Schertzer%20-%20URSW.pdf>
- [35] Eugene, D. R. (2021). Connectedness to family, school, and neighborhood and adolescents' internalizing symptoms. *International Journal of Environmental Research and Public Health*, 18(23), 12602. <https://doi.org/10.3390/ijerph182312602>
- [36] Goetschius, L. G., McLoyd, V. C., Hein, T. C., Mitchell, C., Hyde, L. W., & Monk, C. S. (2021). School connectedness as a protective factor against childhood exposure to violence and social deprivation: A longitudinal study of adaptive and maladaptive outcomes. *Development and Psychopathology*, 1-16. <https://doi.org/10.1017/S0954579421001140>
- [37] Fredkove, W. M. (2019). Cultivating student-staff connections in middle school: An integrative theory of creating space as a holistic approach to promoting adolescent health and wellbeing [Doctoral dissertation, ProQuest Dissertations Publishing]. <https://conservancy.umn.edu/items/dc0597ad-2afe-493f-82c5-e1959ecd2fd4>
- [38] McKenzie, V. L., & Smead, J. J. E. (2018). The Relationship between School Connectedness, Family Functioning, and Resilience. Brill. [https://doi.org/10.1163/9789004386969\\_007](https://doi.org/10.1163/9789004386969_007)
- [39] Basu, A. (2017). School Attachment and Achievement: A Study on KMC Schools with Special Emphasis on Slow Learners [Doctoral dissertation, University]. Shodhganga. <https://shodhganga.inflibnet.ac.in:8443/jspui/handle/10603/248806>
- [40] Wang, M.-T., & Fredricks, J. A. (2014). The Reciprocal Links between School Engagement, Youth Problem Behaviors, and School Dropout during Adolescence. *Child Development*, 85(2), 722-737. <https://doi.org/10.1111/cdev.12138>
- [41] Govender, K., Naicker, S., Meyer-Weitz, A., Fanner, J., Naidoo, A., & Penfold, W. (2013). Associations Between Perceptions of School Connectedness and Adolescent Health Risk Behaviors in South African High School Learners. *The Journal of School Health*, 83(9), 614-622. <https://doi.org/10.1111/josh.12073>
- [42] Gupta, R. (2012, December 3). Adolescents' emotional autonomy in the context of parents and peer relationships. [Doctoral dissertation, University Name]. <http://shodhganga.inflibnet.ac.in:8080/jspui/handle/10603/23711>
- [43] Jose, P.E., Ryan, N. & Pryor, J. (2012). Does social connectedness promote a greater sense of well-being in adolescence over time? *Journal of Research on Adolescence*. Advance online publication. <https://doi.org/10.1111/j.1532-7795.2012.00783.x>
- [44] Oelsner, J., Lippold, M. A., & Greenberg, M. T. (2011). Factors influencing the development of school bonding among middle school students. *The Journal of Early Adolescence*, 31(3), 463-487. <https://doi.org/10.1177/0272431610366244>
- [45] Monahan, K. C., Oesterle, S., & Hawkins, J. D. (2010). Predictors and consequences of school connectedness: The case for prevention (597072010-002). American Psychological Association. <https://doi.org/10.1037/e597072010-002>
- [46] Waters, S., Cross, D., & Shaw, T. (2010). Does the nature of schools matter? An exploration of selected school ecology factors on adolescent perceptions of school connectedness. *British Journal of Educational Psychology*, 80(3), 381-402. <https://doi.org/10.1348/000709909X484479>
- [47] Loukas, A. (2007). What Is School Climate? *Leadership Compass*, 5, 1.
- [48] Loukas, A., Ripperger-Suhler, K., & Horton, K. (2009). Examining Temporal Associations Between School Connectedness and Early Adolescent Adjustment. *Journal of Youth and Adolescence*, 38(6), 804-812. <https://doi.org/10.1007/s10964-008-9312-9>
- [49] Bond, L., Butler, H., Thomas, L., Carlin, J., Glover, S., Bowes, G., & Patton, G. (2007). Social and school connectedness in early secondary school as predictors of late teenage substance use, mental health, and academic outcomes. *The Journal of Adolescent Health: Official Publication of the*



- Society for Adolescent Medicine*, 40(4), 357.e9-18.  
<https://doi.org/10.1016/j.jadohealth.2006.10.013>
- [50] McNeely, C., & Falci, C. (2004). School connectedness and the transition into and out of health-risk behavior among adolescents: a comparison of social belonging and teacher support. *The Journal of school health*, 74(7), 284–292.  
<https://doi.org/10.1111/j.1746-1561.2004.tb08285.x>
- [51] Blum, R. W. (2002). Introduction. Improving Transition for Adolescents with Special Health Care Needs from Pediatric to Adult-Centered Health Care. *Pediatrics*, 110(6 Pt 2), 1301–1303.  
<https://pubmed.ncbi.nlm.nih.gov/12456948/>
- [52] Peterson, K. D., Deal, T. E., & Deal, T. E. (2002). *The Shaping School Culture Fieldbook* (1st ed.). Jossey-Bass Education Series.  
<https://files.eric.ed.gov/fulltext/ED479930.pdf>
- [53] Baumeister, R. F., Campbell, J. D., Krueger, J. I., & Vohs, K. D. (2003). Does high self-esteem cause better performance, interpersonal success, happiness, or healthier lifestyles? *Psychological Science in the Public Interest*, 4(1), 1–44. <https://doi.org/10.1111/1529-1006.01431>
- [54] Baumeister, R., & Leary, M. (1995). The need to belong: Desire for interpersonal attachments as a fundamental human motivation. *Psychological Bulletin*, 117, 497–529.  
[https://scholar.harvard.edu/files/marianabockarova/files/need\\_to\\_belong.pdf](https://scholar.harvard.edu/files/marianabockarova/files/need_to_belong.pdf)
- [55] CASEL. (2022). Core SEL competencies. Collaborative for Academic, Social, and Emotional Learning.  
<https://casel.org/core-competencies/>
- [56] Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., & Schellinger, K. B. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. *Child Development*, 82(1), 405–432.  
<https://doi.org/10.1111/j.1467-8624.2010.01564.x>
- [57] Elias, M. J., Gara, M., Ubricco, M., Rothbaum, P. A., Clabby, J. F., & Schuyler, T. (1997). Impact of a preventive social-emotional and character development program on school-level indicators of academic achievement, absenteeism, and disciplinary outcomes: A matched-pair, cluster-randomized, controlled trial. *Journal of Research in Character Education*, 3(2), 93–134.
- [58] Eisenberg, N., Spinrad, T. L., & Morris, A. S. (2019). Protective influences of positive emotion regulation and social connectedness on the relationship between childhood adversity and adulthood mental health. *Clinical Psychological Science*, 7(1), 54–67.  
<https://doi.org/10.1177/2167702618804042>
- [59] Jones, S. M., Bailey, R., Brush, K., Brion-Meisels, G., McIntyre, J., Kahn, J., Nelson, B., & Stickle, L. (2018). Navigating SEL from the inside out: Looking inside & across 25 leading SEL programs: A practical resource for schools and OST providers. Harvard University, Edmond J. Safra Center for Ethics. <https://ethicalschoools.org/wp-content/uploads/2018/05/SEL-resource-SAFRACENTER.pdf>
- [60] McNeely, C. A., Nonnemaker, J. M., & Blum, R. W. (2002). Promoting school connectedness: Evidence from the National Longitudinal Study of Adolescent Health. *Journal of School Health*, 72(4), 138–146.  
<https://doi.org/10.1111/j.1746-1561.2002.tb06533.x>
- [61] Osterman, K. (2000). Students' need for belonging in the school community. *Review of Educational Research*, 70(3), 323–367.  
<https://doi.org/10.3102/00346543070003323>
- [62] Roorda, D. L., Koomen, H. M. Y., Spilt, J. L., & Oort, F. J. (2011). The influence of affective teacher–student relationships on students' school engagement and achievement: A meta-analytic approach. *Review of Educational Research*, 81(4), 493–529.  
<https://doi.org/10.3102/0034654311421793>
- [63] Roeser, R. W., Midgley, C., & Urdan, T. C. (1996). Perceptions of the school psychological environment and early adolescents' psychological and behavioral functioning in school: The mediating role of goals and belonging. *Journal of Educational Psychology*, 88(3), 408–422. <https://doi.org/10.1037/0022-0663.88.3.408>
- [64] Taylor, R. D., Oberle, E., Durlak, J. A., & Weissberg, R. P. (2017). Promoting positive youth development through school-based social and emotional learning interventions: A meta-analysis of follow-up effects. *Child Development*, 88(4), 1156–1171. <https://doi.org/10.1111/cdev.12864>
- [65] Bronfenbrenner, U., & Morris, P. A. (2006). The bioecological model of human development. In *Handbook of child psychology* (6th ed.).
- [66] Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., & Schellinger, K. B. (2011). "The Impact of Enhancing Students' Social and Emotional Learning." *Child Development*, 82(1), 405–432.
- [67] Holt-Lunstad, J., Smith, T. B., & Layton, J. B. (2015). "Social Relationships and Mortality Risk." *PLOS Medicine*, 7(2).
- [68] Juvonen, J., Espinoza, G., & Knifsend, C. A. (2019). "The Role of Peer Relationships in Student Adjustment." *Journal of Educational Psychology*, 111(1).
- [69] Oberle, E., Schonert-Reichl, K. A., & Thomson, K. C. (2014). "Improving School Climate through Social and Emotional Learning Programs." *American Journal of Community Psychology*, 54(1-2).
- [70] Wentzel, K. R. (2017). "Peer Relationships, Motivation, and Academic Performance in School." *Educational Psychologist*, 36(3).
- [71] Balfanz, R., Jerabek, A., Payne, K., & Scala, J. (2024). *Strengthening school connectedness to increase student success*. Institutes for Research.  
<https://edresearchforaction.org/wp-content/uploads/55011-EdResearch-School-Connectedness-Brief-29-FINAL.pdf>
- [72] Peterson, K. D. (2002). Positive or negative? *Journal of Staff Development*, 23(3).
- [73] Goetschius, L. G., McLoyd, V. C., Hein, T. C., Mitchell, C., Hyde, L. W., & Monk, C. S. (2021). School connectedness as a protective factor against childhood exposure to violence and social deprivation: A longitudinal study of adaptive

and maladaptive outcomes. *Development and Psychopathology*, 35(3), 1219–1234.  
doi:10.1017/S0954579421001140 [School connectedness as a protective factor against childhood exposure to violence and social deprivation: A longitudinal study of adaptive and maladaptive outcomes | Development and Psychopathology | Cambridge Core](#)